

Nautilus Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1425 Patrician Drive, Lake Havasu City, AZ 86404

Lake Havasu Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Shaun A. Goodwin
Schedule : 7:30 AM to 3:30 PM
Grades : K-5
2003 Enrollment : 499
Web Address : www.havasu.k12.az.us/nautilus/
Phone Number : (928) 855-8000
Fax Number : (928) 855-4178
E-mail : sgoodwin@havasu.k12.az.us

Mission

The Nautilus community of staff, students and families team together. We share the responsibility of modeling and teaching essential academics, character traits and life skills so our students can be responsible, contributing members of society.

School / Academic Goals

- ü Emphasize the basic skills, particularly stressing math, reading, and writing. Assure mastery by providing instruction at each student's level through reteach, flexible grouping and extended learning opportunities such as intersession.
- ü Through an effective schoolwide problem solving discipline program, we provide a safe, orderly environment for learning.

Instructional Programs

- ü Reading Renaissance
- ü Saxon Phonics and Math
- ü Fine Arts/Physical Education
- ü Language Development

Enrollment

October 1, 2002 School Year Student Enrollment : 490
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 45

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Nautilus Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Family/School Partnership
- Ü School/Business/Community Relations
- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	7.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	2	0	0
10 or more years	3	9	0	0

Shared Responsibilities

School

We maintain a safe, orderly learning environment. We model lifelong learning and follow the adopted curriculum aligned with the state standards. We maintain open lines of communication with the district, community, and parents.

Parents

Nautilus expects parents to provide for their children's basic needs--keeping their children clean, rested and well-nourished. We want parents to set high academic and behavioral standards which includes regular attendance and on time arrival.

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Parks and Recreation
- Ü Intersession Instruction Opportunities
- Ü Schoolwide Reading Incentives
- Ü Homework Club, Before School Math Club

Social Services

- Ü Health Services and Lunch Program
- Ü Havasu for Youth Peer Tutoring Program
- Ü Parks and Recreation Afterschool Program
- Ü ELL Tutoring Program (HFY)

Transportation Policy

Lake Havasu Unified School District provides transportation for our special needs population. In addition, Nautilus Elementary School provides transportation to the Desert Hills and Crystal Beach community.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Between 25-33% of our student population participate in our Fall/Spring Intersession classes. Intersession classes provide remediation, acceleration and enrichment opportunities for students.
- ü Nautilus student's DARE essays were selected to be read at DARE Graduation.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü School Volunteer Awarded PSOTA Volunteer of the Year	2001
ü Five Star School Reading/Math (MAP)	2000
ü Mohave County Teacher of the Year	1998

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	78
Grades 3-4	75	73
Grades 4-5	78	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	502	75372	93	98	101	547	526	523	0	5	9	19	25	25	35	41	36	46	30	30
All Students (Prior Year)	62	472	70809	NA	NA	NA	521	522	518	2	5	11	46	29	27	18	38	35	35	28	27
Female	33	237	36901	92	98	101	538	526	524	0	3	8	24	27	25	33	40	36	42	29	31
Male	42	265	38385	93	98	101	554	527	523	0	6	9	15	23	24	37	41	36	49	31	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	17	96	29103	100	101	99	521	512	510	0	4	12	47	43	31	41	36	36	12	16	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	--	NC	5086	--	NC	114	--	NC	491	--	NC	22	--	NC	38	--	NC	28	--	NC	12
White	56	390	34597	90	97	98	555	529	535	0	4	4	11	22	20	33	41	38	56	32	38
Students with Disabilities	NC	57	8057	NC	93	99	NC	500	496	NC	23	23	NC	27	31	NC	38	28	NC	12	17
Students without Disabilities	72	445	67315	96	99	101	546	528	525	0	4	8	18	25	24	36	41	37	46	31	31
Limited English Proficient Students	--	28	16925	--	104	112	--	NA	482	--	NA	27	--	NA	40	--	NA	26	--	NA	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	75	324	26325	--	--	--	547	520	504	0	5	15	19	32	34	35	40	33	46	23	18
Non-Economically Disadvantaged	--	178	49047	--	--	--	--	538	530	--	4	6	--	12	21	--	42	37	--	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	499	75221	94	97	101	535	527	523	1	3	8	9	13	16	59	62	56	30	23	21
All Students (Prior Year)	62	467	70860	NA	NA	NA	529	532	524	2	3	9	19	14	17	50	48	45	29	35	30
Female	34	237	36833	94	98	100	529	528	526	3	2	6	9	12	15	68	64	56	21	23	23
Male	42	262	38319	93	97	101	540	526	520	0	3	9	10	14	17	52	59	56	38	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	17	96	29019	100	101	99	512	514	513	6	4	12	24	25	21	59	59	55	12	12	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	--	NC	5071	--	NC	114	--	NC	502	--	NC	20	--	NC	27	--	NC	46	--	NC	8
White	57	387	34543	92	97	97	542	530	531	0	2	4	5	10	12	58	62	58	37	25	26
Students with Disabilities	NC	55	8006	NC	90	99	NC	503	505	NC	12	22	NC	38	23	NC	42	42	NC	8	13
Students without Disabilities	72	444	67215	96	98	101	535	528	524	1	2	7	8	11	16	60	63	56	31	24	21
Limited English Proficient Students	--	28	16853	--	104	112	--	NA	489	--	NA	29	--	NA	36	--	NA	32	--	NA	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	76	324	26256	--	--	--	535	524	509	1	3	14	9	15	24	59	62	51	30	20	11
Non-Economically Disadvantaged	--	175	48965	--	--	--	--	533	528	--	2	5	--	8	13	--	61	58	--	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	497	73654	93	97	99	536	531	530	3	4	9	4	12	13	88	79	70	5	5	7
All Students (Prior Year)	60	450	68592	NA	NA	NA	546	550	542	0	3	9	11	8	12	74	71	63	15	18	16
Female	34	238	36239	94	99	99	533	537	537	3	2	7	3	8	11	91	83	72	3	6	10
Male	41	259	37301	91	96	98	539	526	523	2	5	12	5	16	15	85	75	68	7	4	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	17	96	28348	100	101	96	524	520	520	6	2	13	12	24	17	82	74	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	--	NC	4947	--	NC	111	--	NC	507	--	NC	22	--	NC	22	--	NC	53	--	NC	3
White	56	384	33924	90	96	96	540	533	537	2	4	5	2	10	10	89	80	75	7	6	9
Students with Disabilities	NC	57	7306	NC	93	90	NC	511	506	NC	24	24	NC	16	20	NC	56	52	NC	4	4
Students without Disabilities	71	440	66348	95	98	100	537	533	531	1	3	8	3	12	13	90	81	71	6	5	8
Limited English Proficient Students	--	28	16422	--	104	109	--	NA	495	--	NA	30	--	NA	27	--	NA	43	--	NA	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	75	321	25711	--	--	--	536	528	514	3	4	16	4	14	19	88	80	61	5	2	3
Non-Economically Disadvantaged	--	176	47943	--	--	--	--	539	535	--	3	7	--	9	11	--	79	74	--	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	498	76230	98	99	101	522	505	498	0	6	12	39	43	38	10	11	12	51	40	37
All Students (Prior Year)	72	491	72888	NA	NA	NA	524	503	494	5	8	14	22	42	40	14	12	12	59	38	34
Female	36	226	37247	95	98	100	526	505	500	0	4	11	40	46	40	13	14	13	47	37	37
Male	47	269	38725	100	99	101	519	505	497	0	8	14	38	40	37	7	8	12	55	43	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	12	94	28100	100	97	98	509	497	482	0	6	18	44	56	47	11	8	11	44	30	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	70	389	35389	97	98	96	525	507	514	0	6	6	37	40	32	10	11	14	53	43	48
Students with Disabilities	14	83	9022	100	108	105	490	485	465	0	15	31	80	48	43	20	9	8	0	27	17
Students without Disabilities	69	415	67208	97	97	100	525	506	500	0	6	12	36	43	38	9	11	12	55	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	83	327	25037				522	503	477	0	7	21	39	46	47	10	8	11	51	39	21
Non-Economically Disadvantaged	--	171	51193				--	507	507	--	5	9	--	38	35	--	17	13	--	41	43

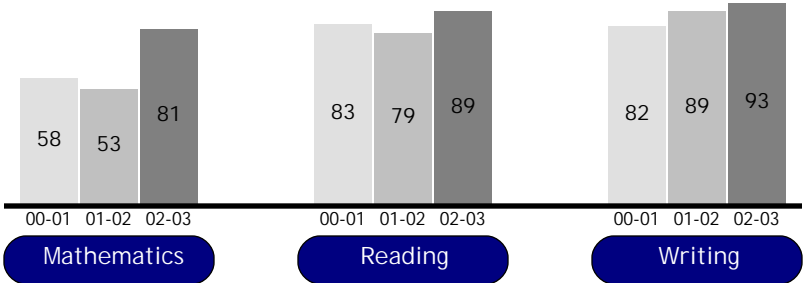
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	499	76202	98	99	101	513	507	505	4	12	19	22	24	24	53	52	46	21	11	11
All Students (Prior Year)	72	492	72779	NA	NA	NA	519	510	505	6	14	21	14	19	20	48	48	43	31	19	15
Female	36	226	37231	95	98	100	515	510	507	3	11	16	30	27	24	47	49	48	20	13	13
Male	47	271	38718	100	99	101	512	506	503	5	13	22	17	22	24	57	55	44	21	10	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	12	94	28090	100	97	98	510	505	497	0	14	28	22	23	30	67	56	37	11	6	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	70	391	35371	97	98	96	514	508	512	5	11	10	23	25	20	50	51	54	23	13	16
Students with Disabilities	14	83	9097	100	108	106	499	497	493	20	29	39	20	25	27	60	36	29	0	11	5
Students without Disabilities	69	416	67105	97	97	100	514	508	506	3	11	18	22	24	24	52	54	47	22	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	83	328	24961				513	506	495	4	14	32	22	25	30	53	50	34	21	11	4
Non-Economically Disadvantaged	--	171	51241				--	511	509	--	8	14	--	22	22	--	57	51	--	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	486	74692	98	96	99	518	512	502	3	10	18	32	27	27	57	56	47	8	7	8
All Students (Prior Year)	68	481	70710	NA	NA	NA	542	533	512	3	7	17	13	21	26	62	48	42	21	24	16
Female	36	221	36710	95	96	99	531	518	509	3	7	14	20	24	26	63	60	50	13	9	10
Male	47	263	37742	100	96	98	509	507	495	2	13	22	40	29	28	52	52	44	5	6	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	12	91	27492	100	94	96	523	512	486	0	8	27	33	34	32	56	52	38	11	6	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	70	381	34785	97	96	94	518	513	517	3	10	10	31	26	23	58	57	56	8	8	11
Students with Disabilities	14	74	8428	100	96	98	499	483	472	0	17	38	60	50	30	40	29	29	0	4	3
Students without Disabilities	69	412	66264	97	96	99	519	514	503	3	10	17	30	26	27	58	57	48	9	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	83	321	24507				518	510	480	3	12	31	32	26	33	57	56	33	8	6	3
Non-Economically Disadvantaged	--	165	50185				--	517	511	--	7	13	--	28	24	--	56	53	--	9	10

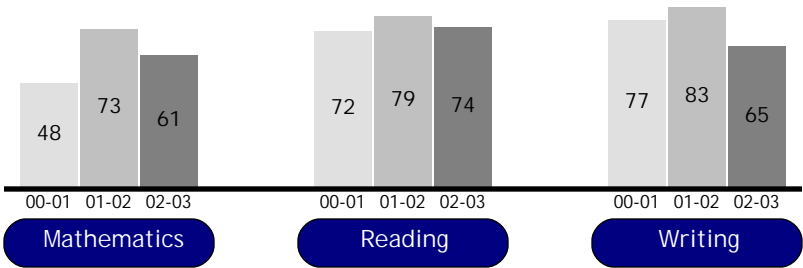
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	63	64	53	99	55	59	44	98	68	68	50
	Language	94	49	58	45	99	52	55	39	100	62	62	43
	Mathematics	95	64	65	56	97	60	64	52	100	73	74	57
3	Reading	87	61	53	50	94	62	58	43	99	59	59	47
	Language	87	71	58	55	94	72	66	50	100	69	69	54
	Mathematics	87	60	55	53	94	67	63	50	100	72	66	54
4	Reading	94	61	66	55	96	50	57	47	100	64	69	52
	Language	94	64	60	50	96	51	55	45	100	63	67	48
	Mathematics	94	73	68	56	96	63	65	52	98	68	73	57
5	Reading	95	55	58	51	93	65	64	46	99	65	62	50
	Language	92	55	53	46	93	66	58	43	100	63	60	46
	Mathematics	95	71	64	56	93	74	66	54	100	74	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff has been trained in emergency preparedness according to emergency guidelines per our site based plan. Staff roles and responsibilities are defined. We control access to our building, and maintain a closed campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Shaun Goodwin	(928) 855-8000
Transportation Policy	Transportation Department	(928) 855-8279
Community Resources	Dee Bumpas	(928) 855-8000
School Nutrition Programs	Aramark	(928) 855-5121
Parent Organization	Kerry Shettko	(928) 855-8000
Student Health/Nurse	Carol Bodman	(928) 855-8000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards